#### DOCUMENT RESUME

ED 276 012 CS 210 061

TITLE English Language Arts: Common Curriculum Goals:

Curriculum Mapping, End of Eighth Grade.

INSTITUTION Oregon State Dept. of Education, Salem.

PUB DATE 86

NOTE 47p.; For other guides in this series, see CS 210

058-062.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS \*Communication Skills; \*Curriculum Development;

\*Curriculum Evaluation; \*Educational Objectives;

Elementary Education; Evaluation Criteria;

\*Evaluation Utilization; Grade 8; \*Language Arts;

Teaching Methods

IDENTIFIERS Oregon State Department of Education

#### ABSTRACT

Based on common curriculum goals outlined by the Oregon Department of Education, this curriculum map is designed to assist eighth grade teachers in evaluating and revising their current curriculum. Instructions describe how teachers can effectively use the material provided to gather information and tally and analyze results. The map consists of two main sections. The receptive section focuses on those skills that allow students to receive and process information so as to help students use listening, reading, and literature skills to better understand human experiences and share cultural commonalities and differences. The expressive section focuses on those skills used in producing communication so as to help students use writing and speaking skills in a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing eighth grade. These subsections are arranged on a grid for rating based on the following categories: (1) time spent on instruction and feedback; (2) degree to which current course goals reflect the common curriculum goals; (3) quality and quantity of instruction and practice; (4) preservice and inservice teacher education and experience; (5) questions; and (6) comments. (JD)

\* from the original document.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it
- Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

# **ENGLISH LANGUAGE ARTS**

Common Curriculum Goals

# Curriculum Mapping

End of Eighth Grade

Oregon Department of Education 700 Pringle Parkway SE Salem, Oregon 97310-0290 "PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Oregon Dept of Ed

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This document is provided for your convenience. Curriculum mapping is not a required activity. However, you will find that information obtained in this process will be helpful in analyzing your current curriculum in terms of the English Language Arts Common Curriculum Goals and planning for curriculum revision.

#### **INSTRUCTIONS**

### Use of this document to gather information

- 1. Decide on questions to be asked. Some questions are provided in the column headings. You may wish to add or delete column headings.
- 2. Items marked with an asterisk (\*) are unique to the English Language Arts Common Curriculum Goals or indicate that a change has occurred in the wording of an Essential Learning Skill. Schools that have mapped for Essestial Learning Skills may wish to survey only the asterisked items.
- 3. Determine who will respond to survey and under what conditions.
- 4. Reproduce the document and provide staff orientation and training.
- 5. Clarify intent of column headings and numeric scores.

#### Amount of Instruction:

Considerations here include amount of time and quality of instruction and feedback provided to students on the skill. Practice or application should only be considered if it is accompanied by instruction.

#### Included in Course Goals:

To be considered here is the degree to which the current local course goals reflect a particular common curriculum goal.

#### Adequate Materials:

Considerations here include the quality and the quantity of instruction and practice provided in the text or supplementary material. Any concerns about sufficient materials for each student should be reflected in the comment section rather than in the score.

#### Adequate Teacher Training:

Considerations here include teacher pre-service, inservice, college courses, workshops, personal reading and experiences which provide the teacher with the necessary skills to teach toward the specified goals.

#### Blank Column:

This column is provided for questions that you would like to

#### Comments:

Encourage teachers to use this section to clarify their ratings or express related concerns.

## Use of this document to tally results

Results can be tallied in the space provided above numeric scores on an unmarked form. Consideration should be given to tallying by grade level or course title.

# Use of this document to analyze results

An additional unmarked document can be used to display results across grades or courses for analysis and decision-making. Data could be displayed in a numeric average, as a compilation of all ratings, with a word descriptor (such as low, medium, high), or symbolically, using color coding.

Ratings: 0 = absence or a complete lack of the item specified in the column heading.

1 = a low or inadequate amount or quality of the specified item.
2 = a moderate or reasonably satisfactory amount or quality of the specified item.

i

3 = a high or substantial amount or quality of the specified item.

090186

SCHOOL:		
---------	--	--

ASSIGNMENT:		_					_		T	Āc	equ	ate	Mate	ria	Īs	_				_	<del> </del>				<b>T</b>
6 8 7 Course End of Eighth Grade			it o	of tion			ded e Go	in Dals		Ва	sal xt		Su	ipp) inta	e_		Te	equ ach ain	r						COMMENTS
<ol> <li>STUDENTS WILL USE LISTENING, READING AND LITERATURE SKILLS TO UNDERSTAND AND APPRECIATE HUMAN EXPERIENCES AND TO SHARE CULTURAL COMMONALITIES AND DIFFERENCES.</li> </ol>																									
STUDENTS WILL BE ABLE TO:																									
1.1 RECOGNIZE WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS INCLUDING SUBJECT AREAS (ELS 1.1)																									
b Use context clues in a selection to infer correct word(s)	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
<sup>C</sup> Distinguish affixes, root words, contractions, possessives	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
d Recognize common words at sight in content area materials	0	1	2	3	Û	1	2	3	0	1	2	3	Q	1	2	3	0	1	2	3	0	1	2	3	
* <sup>e</sup> Recognize common abbreviations	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
1.2 DETERMINE MEANING OF UNKNOWN WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.2)																			•						
a Use context clues, punctuation and syntax to infer meaning of unknown words and concepts	0	ì	2	3	0	1	2		0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
b Use knowledge of affixes and root words to determine word meanings	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	B	0	1	2	3	0	1	2	3	
<sup>C</sup> Use dictionaries, glossaries and other reference materials to find word meanings	0	1	2	-	0	1	2	3	0	1	2	3	0	ì	2	3	0	1	2	3	0	1	2	3	
0 = absence 2 = moderate				1				1																	

<sup>0 =</sup> absence 1 = low

6

1

<sup>2 =</sup> moderate 3 = high

<sup>\*</sup> Items changed from, or not included in, Essential Learning Skills.

					T				T		Ade	qua	te	Mat	eri	ale		Т	_	_		7		_			_
End of Eighth Grade				t of action	Ir	nc lu our:	udeo se (	d in Goal:	s	₿	asa ext		-	5	upç	le ary		-		che ini						CONNENTS	
1.3 IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS (ELS 2.1)						_														_							
3 -1 -1 -1 -1 -1 -1 -1 -1 -1 -1 -1 -1 -1	0	1	2	3	0	1	2	3	0	1	2	3		0	1	2	3	0	1	2	3	0	١	2	3		
b Recall both facts and opinions and related supporting details	0	1	2	3	0	1	2	3	0	1	2	3		0	1	2	3	0	1	2	3	0	1	2	3		
C Arrange facts and opinions in order of time and degree of importance	0	1	2	3	0	1	2	3	0	1	2	3		0	1	2	3	0	1	2	3	0	1	2	3		
* d Identify main idea in longer selections	0	1	2	3	0	1	2	3	0	1	2	3		0	1	2	3	0	1	2	3	0	1	2	3		
e Follow directions or sequences of events when signal words are not given	0	1	2	3	0	1	2	3	0	1	2	3		0	1	2	3	0	1	2	3	0	1	2	3		
1.4 USF INSTRUCTIONAL MATERIALS AS BASIS FOR GAINING KNOWLEDGE AND IMPROVING COMPREHENSION (ELS 2.2)			_						+	<del></del> -									•								
a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed	0	1	2	3	0	1	2	3	þ	1	2	3		0	1	2	3	0	1	2	3	0	1	2	3		
b Use organization of materials (summaries, headings and review questions) for preview and review	0	1	2	3	0	1	2	3	0	1	7	3		0	ì	2	3	0	1	2	3	0	١	2	3		
C Use diacritical markings or respellings to pronounce words	J	1	2	3	0	1	2	3	b	1	2	3		0	1	2	3	0	ì	2	3	0	1	2	3		
d Use selectively a variety of visual materials to obtain needed information	0	1	?	3	0	1	2	3	0	1	2	3		0	1	2	3	0	1	2	3	0	1	2	3		
0 = absence 2 = moderate 1 = low 3 = high																											
* Items changed from, or not included in, Essential Learning Skiils.																										9 2	

								_		Ade	quat	e	Mater	ial	S			_		_	<del></del>	<u>.                                      </u>		-	
	Amo				Incl Cour					Bas Tex			Supp			Ì	Ade Tea Tra	che	r						COMMENTS
End of Eighth Grade	<del> </del>	•			<u> </u>			_			_	4				$\downarrow$							_		- COLUMN TO THE
1.5 COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)																								į	
a Relate new information to previous knowledge	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
b Draw logical conclusions from information presented	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	i
* <sup>C</sup> Summarize literal and implied meanings of main and subordinate ideas from information presented in grade-level selections and literary works	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
d Recognize direct and indirect cause and effect relationships	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
<sup>e</sup> Predict probable future outcomes or actions	0	1	2	3	0	1	2	3	0	1	2		0	1	2	3	0	1	2	3	0	1	2	3	
f Make inferences and draw conclusions based on perception of implied meaning	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
9 Identify emotional and intellectual states of others as evidenced by body language, gestures, tone, inflection, volume	0	1	2	43	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
h Recognize double meanings of words and phrases	0	1	2	3	0	1	2	3	0	1	2	B	0	1	2	3	0	1	2	3	0	1	2	3	
0 = absence 2 = moderate 1 = low 3 = high																									

<sup>\*</sup> Items changed from, or not included in, Essential Learning Skills.

	•				i			1		从	411	e j	Mier	101	<b>)</b>				•		ri - i				
ENG OF EXPLOS GRAP	10.1	oups (1 fre	o <b>nd</b> ec¶iki	Ular	I me Cabut	unige type	ni Grad	19		Rat. Too			juli Man	ple lar	y	1	PA	Publ Por inir	•						COMMENTS
TO SET COMPONENTS OF SEMANTIC OR STREET OF STOLENS OF SEMANTIC OR SET OF SEMANTIC OR SET OF SET OF SEMANTIC OR SET OF SET OF SEMANTIC OR SET OF SEMANTIC OR SET OF SET OF SEMANTIC O																						٠	****		
P Calain A fig. men by a med to dampine to expende to expense med the men of	•		;	}	0	1	;	1	Q	1	?	1	n	1	,	N .	n	1	•	3	0	1	2	3	
g granteffe, ha simprings & 22 Marcraffers	•		:	}	٥	1	;	1	٥	,	?		0	1	7		0	1	7	3	0	1	7	3	
atus di Ammaris (A. opr. a some mosmo, spirala).				•															•						
P. B. Marie C. C. sylven i Circ. spape, amerikan : Specifier (glebre i in pamer) symmethem z	; ,		?	,	٥	1	?	)	٥	1	?	*	0	1	?		ŋ	1	?	3	0	1	2	3	
* * Somewerkers of a competency of a competenc	3	٠	;	}	Ć	ì	?		0	1	7		0	1	?		0	1	?	3	0	1	2	3	
ands scatter changement about their graft active actives to applicate the desire and actives and actives to a state of the scatter actives and actives to active actives active acti																		- 4							
* Company of a Management of the Company of the Com	Ó	٠	;	1	ů	1	;		Q	1	7		0	1	?		0	1	2	3	0	1	2	3	
Character on tentiniques	5		;		0	1	?		0	1	?		0	1	?	3	0	1	2	3	0	1	2	3	
Column for a court and stammed appears	۵	1	;	4 - V - 4 PH - 4	٥	1	7		0	1	7		0	1	2	3	0	1	2	3	0	1	2	3	
A filler Meriting his grindlerny bolenten to warring wed orders with	Ŷ	•	;		j	ì	?		ű	1	?		0	1	2	3	0	1	2	3	0	1	2	3	
A MARTINGS AND PROPERTY OF SERVICEMENT OF	0	1	;		0	1	7		0	1	?	В	0	1	2	3	0	1	2	1	0	1	2	3	
WITHIR E - Malburgton																									

thann changed than, or and included in found in the control of the

	<b>-</b>				1			٦		Ade	egua	te i	Mater	rial	-	_									+		
Pad of Picks a			t of		Inc Cou	lude rse	ed i	n Is		Bas Tex	al		Sup	ple			Ade Tea	che	r								
End of Eighth Grade					_			_					men	ılar	у ——		Tra	וחו	ng						COMME	112	
1.9 LISTEN, READ, VIEW AND EVALUATOR PRESENTATIONS OF MASS MEDIA (ELS 4.4)																			-				_				
a Recognize elements and identify influences of mass media upon self and society	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
* <sup>b</sup> Demonstrate appropriate audience skills for different media presentations	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	 		
<sup>C</sup> Critically evaluate mass media influences	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
d Recognize persuasion techniques found in audio and visual communications	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
1.10 DEMONSTRATE AN APPRECIATION OF READING AND LITERATURE AS LIFE-LONG SOURCES OF RECREATION AND LEARNING				1					_													·					
* <sup>a</sup> Choose selections that encompass a variety of interests	0	1	2	3	. 0	1	2	3	0	1	2	3	Ò	1	2	8	0	1	2	3	0	1	2	3			
* <sup>b</sup> Justify preference for certain types of selections over others	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	β	0	1	2	3	0	1	2	3			
* <sup>C</sup> Identify reading selections related to potential career choices	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
·																											
0 = absence 2 = moderate 1 = low 3 = high																											
* Items changed from, or not included in,				I							Į															15	

<sup>\*</sup> Items changed from, or not included in, Essential Learning Skills. 14

								_		Ad	equa	te	Mate	ria	s	Ţ					<del></del> -				<del>                                     </del>
	Amo	unt	of		lnc1	ude	ed i	n			sal	_				7	٨d	equa	ite						
End of Eighth Grade			ctio		Cour					Tex			mei	pp i e ntar	<u>.</u> У			ache aini							COMMENTS
1.11 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS AND HYPOTHESES ABOUT READING AND LITERATURE SELECTIONS (ELS 6.2)																							<del></del>		
a Interpret differences between two explanations	0	1	2 3	3	0	1	2	3	0	1	2	3	0	1	2	3	0	•	2	3	0	ì	2	3	
* <sup>b</sup> Develop a hypothesis from information presented in a selection	0	1	2 3	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	?	3	
1.12 MAKE REASONED EVALUATIONS ABOUT READING AND LITERATURE SELECTIONS (ELS 6.4)									_																
a Explain reasons why fallacies might be included in statements	0	1	2 3	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
b Analyze statements in mass media in terms of appropriateness and effectiveness	0	1	2 3	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
C Evaluate whether a conclusion is based on evidence or opinion	0	1	2 3	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
0 = absence 2 = moderate 1 = low 3 = high																									
* Items changed from, or not included in, Essential Learning Skills			!	1				1			l				1										17

\* Items changed from, or not included in, Essential Learning Skills.

17

,

				_		_	_			Ade	quat	te	Mater	rial	2	7					<del></del>	_			
			t of octi		Incl				ł	Bas Tex	aï	7	Suc	ple	_			iche	r						
End of Eighth Grade		_				_		_		IEX			mer	itar	У		Tra	וחוו	ng						COMMENTS
1.13 DEMONSTRATE KNOWLEDGE OF A VARIETY OF LITERATURE																									
* <sup>a</sup> Analyze several pieces of literature written by American authors	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
* <sup>b</sup> Analyze several pieces of literature representing diverse cultures and time periods	0	1	2	3	0	ì	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
* <sup>c</sup> Compare the setting and characters from several cultures	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	ì	2	3	
* <sup>d</sup> Identify various literary forms such as poetry, drama, biography and autobiography	0	1	2	3	0	i	2 :	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
* <sup>e</sup> Justify personal reactions and responses to literature selections and relate to textual information	0	1	2	3	0	1	2 3		0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
1.14 DEMONSTRATE KNOWLEDGE OF LITERARY CONVENTIONS AND ELEMENTS OF STRUCTURE				1													_								
* <sup>a</sup> Compare elements of fiction among literature selections	0	1	2	3	0	1	2 3		0	1	2 :	3	0	1	2	В	0	1	2	3	0	1	2	3	
* <sup>b</sup> Identify the roles of figurative language in literature	0	1	2	(1)	0	1	2 3		0	1	2 :	3	0	1	2	3	0	1	2	3	0	1	2	3	
0 = absence 2 = moderate 1 = low 3 = high																									
* Items changed from, or not included in.				l			ı								1										10

<sup>\*</sup> Items changed from, or not included in, Essential Learning Skills.

				_	<del>                                     </del>			_	T	Ad	eau	ate	Mate	eria	als	_	Γ-								<del></del>
End of Eighth Grade	Amox Inst			)n	Inc l Cour						sal		Sı	upp'	le- ary		Te	equa nche nini	ŗ		<u></u>				COMMENTS
1.15 CLARIFY PURPOSES OF ASSIGNMENT (ELS 7.1)																									
a Determine general purpose of assignment and ask clarification questions if necessary	0	1	2	3	0	1	2	3	0	1	2	3	C	) 1	1 2	3	0	1	2	3	0	1	2	3	
b Determine ideas, concepts, generalities, principles and issues addressed in the assignment	0	1	2	3	0	1	2	3	0	1	2	3	C	) 1	1 2	3	0	1	2	3	0	1	2	3	
1.16 USE RESOURCES BEYOND THE CLASSROOM (ELS 7.2)				1						•					_							-			
a Locate, check-out and return books and other circulating media materials	0	1	2	3	0	1	2	3	0	1	2	3	(	) 1	1 2	3	0	1	2	3	0	1	2	3	
* b Locate and use non-circulating reference materials including electronic sources	0	1	2	3	0	1	2	3	0	1	2	3	C	) 1	1 2	***************************************	Û	1	2	3	0	1	2	3	
C Use library classification system and services to locate specialized resources required to complete assignments	0	1	2	3	0	1	2	3	0	1	2	3	(	) 1	1 2	8	0	1	2	3	0	1	2	3	
* d Locate and use different reference sources such as personal interviews and on-site visits for a variety of purposes including career information	0	1	2	3	0	1	2	3	0	1	2	3	(	) 1	1 2	В	0	1	2	3	0	1	2	3	
0 = absence 2 = moderate 1 = low 3 = high  * Items changed from, or not included in,																									

<sup>\*</sup> Items changed from, or not included in, Essential Learning Skills.

										Ade	cua	te	Mater	iai	s	Т	_	_			Τ				
			of		Inc Cour					Bas Tex			Sup				Ade Tea Tra	che	r						COMMENTE
End of Eighth Grade					_										<i>-</i>	$\downarrow$			''y 						COMMENTS
1.17 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)																						_		-	
a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	60	0	1	2	3	0	1	2	3	
C Vary reading rate according to purpose for reading the selection (skim for content overview, scan for specific information)	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
d Keep study materials, log and related notes organized and accessible	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	В	0	1	2	3	0	1	2	3	
e Turn in assignments on time	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	В	0	1	2	3	0	1	2	3	
f Use appropriate test-taking techniques	0	ı	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	ı	2	3	0	1	2	3	
* 9 Identify how independent learning techniques assist in career planning	0	1	2	63	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
= absence 2 = moderate = low 3 = high																									
Items changed from, or not included in,												•								ı				,	

<sup>\*</sup> Items changed from, or not included in, Essential Learning Skills.

			-		1		_	_	T		Ade	oual	ρ	Mater	12)	•	7		_	_	_					<u> </u>
	i	Amo	unt	uf ctin		Inclu Cour:	ide	d ir			Bas Tex	al		Supp	ole-	-	1	Teac	uat her							
	End of Eighth Grade								1		ICX		$\downarrow$	men	iary	y 	'	ira:	nin —	g 						COMMENTS
2.	STUDENTS WILL USE WRITING AND SPEAKING SKILLS IN A VARIETY OF MODES OF COMMUNICATION AND SELF-EXPRESSION.																									
	STUDENTS WILL BE ABLE TO:																									
	2.1 SPEAK AND READ ORALLY WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS (ELS 1.3)																									
	b Pronounce words according to acceptable Standard English	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2 3	3	0	1	2	3	
	* <sup>C</sup> Use pitch, rate, tone and volume to enhance oral readings and presentations	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2 3	3	0	1	2	3	
	* <sup>d</sup> Demonstrate appropriate oral presentation skills such as poise, posture, correct use of language, gesture and intonation	0	1	2	3	0	1	2	(A)		1	2	(4)	0	1	2	3	0	1	2 :		0	1	2	3	
] :	= absence 2 = moderate = low 3 = high																									
*	Items changed from, or not included in, Essential Learning Skills.																									00

<sup>\*</sup> Items changed from, or not included in, Essential Learning Skills.

				1				Ī		4	71/4	e	Mier	Tat	1	7	- 6 Western			-	<b>Y</b>				<del></del>		
		ani Itija		n	ine le Court		d in Crant			Ras Ios	al.	-	SUP!	ple	,		Ade Tea Tra	che	r						2000000		
を対して、計算で、計画を ・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・				-									-44-4		) 		e de de de la constante de la		''Y						COMMENTS		
### claws : (companies of the color and participate of the color of the color and colors of the colors																											-
4 - Francephin star on a '- and an - 4-5 an Mark hangare	:	:	;	}	Ş	1	;	1	·J	1	?	3	0	1	?	3	0	1	?	3	0	١	2	3			
\$ STANS BECOMPANS ON A THREE TROPES	ů.	1	;	3	0	1	?	3	0	1	?	3	0	1	?	1	0	1	2	3	0	1	2	3			
* Compositions appropriate control and non-control technique circulation circulation	0	1	?	)	0	1	7	3	0	1	2	3	0	1	?	3	0	1	2	3	0	١	2	3			
Act partials designed to clarify pain systetance or taxafa infamentian	C	1	?	)	0	1	7	1	0	1	?	1	0	1	2		0	1	2	3	0	1	2	3			
* IAgery idjays and information eratio attack	0	ţ	?		0	1	7	1	0	1	?		0	1	2	*	0	1	2	3	0	1	2	3			
f them ide acquirate description detail orally	0	1	?	1	Q	1	?		0	1	?	1	0	1	2	8	0	1	2	3	0	1	2	3			
tothe modern and write commercial formal arrangement arrangement	0	1	7		0	1	?		0	1	2	}	0	1	2	3	0	1	2	3	0	1	2	3			
Frethau Mylli alup oras naginyrthigun	0	1	ł		0	1	2		0	1	2		0	1	2	3	0	١	2	3	0	1	2	3			
* * theretify again idea in a long araterometation	0	1	2		0	1	2		0	1	2	В	0	1	2	3	0	1	2	3	0	1	2	3			
* 1 Interpret postry and drama crally	0	1	?		0	1	?		0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
+ (bumis ( - Apprela																											
+ ton 3 - high																									ı	0 <sup>19</sup>	
tions channel from or not included in				ı				•				l				1				ł				1	i	27	

<sup>\*</sup> Home changed from, or not included in, Essential Learning Wills. 20

						_	_	_		Ade	equa	te	Mater	ial	\$	Т	_				Τ-	_			· · · · · · · · · · · · · · · · · · ·	
Pad at the second			t of		Inc) Cour	ude 'se	d i Goa	n Is		Bas Tex	al		Sup	ple	<u> </u>		Te.	equa ache	r							
End of Eighth Grade				_									IIIÇII	Lai	у 		Ire	aini	ing						COMMENTS	
2.3 USE GROUP DISCUSSION SKILLS APPROPRIATELY																		-				_				
* a Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
* <sup>b</sup> Model appropriate roles of participants and facilitators in group discussion	0	1	2	3	0	1	2	3	0	1	2	3	Û	l	2	3	0	1	2	3	0	1	2	3		
* <sup>C</sup> Evaluate the effectiveness of a group discussion	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
2.4 USE A VARIETY OF TECHNIQUES TO GENERATE WRITING AND SPEAKING TOPICS (PREWIRTING) (ELS 5.1)	•			+		_									-···,	<u> </u>	-			+						
a Use personal experiences, knowledge and feelings as sources of writing	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
b Use idea-generation techniques such as brainstorming and focused-object thinking	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	8	0	1	2	3	0	1	2	3		
<sup>C</sup> Record ideas, observations, facts and questions for later use	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	В	0	1	2	3	0	1	2	3		
<sup>d</sup> Use personal reading and subject area content as sources of topics	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
<sup>e</sup> Discuss and share thoughts and ideas	0	1	2	3	0	ı	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
0 = absence 2 = moderate 1 = low 3 = high																										
* Items changed from, or not included in.											i														20	

<sup>\*</sup> Items changed from, or not included in, Essential Learning Skills. 28

		_			1	-				Ade	quat	e l	Mater	als		Τ.				$\overline{}$		_			<del>†</del>
End of Eighth Grade			t of ucti		Inc.					Basa Tex	al		Supp	ole-		] ]	ldeq leac lrai	her		:					COMMENTS
2.5 ORGANIZE IDEAS IN UNDERSTANDABLE FORMAT IN PLANNING WRITTEN AND ORAL PRESENTATIONS (ELS 5.2)																							_		
<sup>a</sup> Classify words, topics and ideas	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2 3	}	0	1 2	3		0	1	2	3	
b Use evidence from verifiable sources to support own ideas and concepts	0	1	2	3	0	1	2	3	0	1	2 :	3	0	1	2 3	3	0	1 2	3	3	0	1	2	3	
C Select and use details, examples, illustrations, evidence and logic t develop a topic		l 1	2	3	0	1	2	3	0	1	2	3	0	1	2 3		0	1 2	3	3	0	1	2	3	
Organize information using formats such as outlining, clustering and making maps and charts	(	) ]	2	3	0	1	2	3	0	1	2	3	0	1	2 3		0	1 2	. 3		0	1	2	3	
2.6 SELECT AND USE LANGUAGE, GESTURES AND SYMBOLS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC AND SETTING WHEN PLANNING ORAL AND WRITTEN PRESENTATIONS (ELS 5.5)							•												-						
a Use a variety of techniques and figurative expressions to convey meaning	(	) 1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1 2	? 3	3	0	1	2	3	
b Use gestures and inflections to enhance oral presentations	(	) 1	2	3	0	1	2	3	0	1	2	3	0	1	2	8	0	1 2	? 3	3	0	1	2	3	
C Design communication appropriate to topic, audience and desired outcome	(	) 1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1 2	? 3	3	0	1	2	3	
* d Identify and use different levels of formal and informal language in appropriate situations		) 1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1 2	? 3	3	0	1	2	3	
Plan and make oral and visual presentations	(	) 1	2	3	0	1	2	3	0	1	2	В	0	1	2	3	0	1 2	2 3	3	0	1	2	3	
f Evaluate effects of communication and modify subsequent communication		) 1	2	3	0	1	2	8	0	i	2	В	0	1	2	3	0	1 7	2 3	3	0	1	2	3	
0 = absence 2 = moderate 1 = low 3 = high																									
* Items changed from, or not included in.				•								•			1					i				•	

<sup>\*</sup> Items changed from, or not included in, Essential Learning Skills. 30

		_			1-				Γ	Ade	equa	te	Mate	ria	s					_	Т-				<del></del>		
End of Eighth Grade			t of ucti		Inc Cou		ed i Goa			Bas Tex	sal		Suj	pple ntar	<u>-</u>		Ade Tea Tra	iche	r						COMMEN	TS.	
2.7 SELECT APPROPRIATE FORM OF WRITING BASED ON AUDIENCE AND PURPOSE IN PREWRITING AND PLANNING (ELS 5.3)																						•					
Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	i	2	3			
b Use writing appropriate to purpose such as to inform, persuada, entertain and share experiences	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
2.8 PRESENT IDEAS IN UNDERSTANDABLE SEQUENCE ON THE TOPIC SELECTED IN PLANNING AND DRAFTING WRITTEN AND ORAL COMMUNICATION (ELS 5.4)		_					<del></del>							·	_							_			<del></del>		<del> </del>
<sup>a</sup> Write complete sentences	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
b Write paragraphs in which all sentences are related to the topic	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
<sup>C</sup> Write paragraphs containing a stated main idea and a closing sentence	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	١	2	3	0	1	2	3			
d Write multiparagraph essays, letters, stories and reports	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
* <sup>e</sup> Write in narrative, descriptive, expository, imaginative and persuasive modes	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	8	0	1	2	3	0	1	2	3			
* <sup>f</sup> Write a letter of application for a job	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	В	0	1	2	3	0	1	2	3			
0 = absence 2 = moderate 1 = low 3 = high																											
* Items changed from, or not included in, Essential Learning Skills. $32$						1																				33	14

	-	_		1		_			Ade	quat	e	Materi	al:	<u> </u>	Т				_				<b>-</b>	
End of Eighth Grade			of ction	Inc Cour					Bas Tex	al		Supp	ole-			Ade Tea Tra	chei	•						COMMENTS
che of English drage				1			$\dashv$				+				+				+				_	
2.9 MAKE REASONED EVALUATIONS ABOUT ORAL AND WRITTEN COMMUNICATIONS (ELS 6.4)																								
<sup>a</sup> Explain reasons why fallacies might be included in statements	0	1	2 3	0	1	2	3	0	1	2	3	0	1	2	3	0	ì	2 3	3	0	1	2	3	
b Analyze statements in mass media in terms of appropriateness and effectiveness	0	1	2 3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2 3	3	0	1	2	3	
C Evaluate Whether a conclusion is based on evidence or opinion	0	1	2 3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2 :	3	0	1	2	3	
d State societal criteria for deciding whether to engage in a particular activity	0	1	2 3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2 :	3	0	1	2	3	
e Identify societal criteria for assessing the worth of a performance or work of art		1	2 3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
2.10 RECOGNIZE, CONSTRUCT AND DRAW INFERENCES CONCERNING RELATIONSHIPS AMONG THINGS AND IDEAS IN PLANNING AND DRAFTING WRITTEN AND ORAL COMMUNICATION (ELS 6.1)														-										
a Classify things or ideas according to patterns	0	1	2 3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
* <sup>b</sup> Construct and use analogies, models and metaphors	0	1	2 3	0	ì	2	3	0	ì	2	3	0	1	2	3	0	1	2	3	0	١	2	3	
* <sup>C</sup> Use figurative language in a short piece of writing	0	1	2 3	. 0	1	2	3	0	1	2	8	0	1	2	3	0	1	2	3	0	1	2	3	
0 = absence 2 = moderate 1 = low 3 = high			!																1					

<sup>\*</sup> Items changed from, or not included in, Essential Learning Skills.

			_		+	_			_	_	dea	1210	Mat	ori	16		_				<b>_</b> _	_			
Fod of Fisher Ass. As		nou! nst!		of tion				in Sals		8	asa ext		S		le-		1	deqi eaci raii	er						COMMENTS
End of Eighth Grade	<u> </u>				├	_	_	_	+								igspace			<u> </u>	_				WIENI3
2.11 EVALUATE AND REVISE OWN WRITING FOR MEANING, CLARITY, AND COMPREHENSIVENESS (ELS 5.6)					į																				
a Revise own writing to enhance clarity and meaning	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
b Vary sentence patterns	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
Choose words and phrases that effectively convey thoughts and emotions	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
d Use appropriate style and vocabulary for intended audience	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
e Use transitional words and phrases to connect ideas in sentences and paragraphs	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
* f Revise and edit writing to make it grammatically correct	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
* <sup>9</sup> Use sentence combining techniques to create and express more complex concepts	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
2.12 APPLY THE CONVENTIONS OF WRITING TO PRODUCE EFFECTIVE COMMUNICATION WHEN EDITING AND PROOFREADING (ELS 5.7)										_				<del>-</del>									_		
Edit for complete and correct sentences, pronoun use, punctuation and usage	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
b Spell correctly	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
C Produce legible final copy manual or electronic processes)	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
0 = absence 2 = moderate 1 = low 3 = high																									
* Items changed from, or not included in,				1				[																-	

Items changed from, or not included in Essential Learning Skills.

										Ade	equa	te	Mate	ria	ls			_		_	_	_			
m.d. of military in			of		Inc l Cour					Bas Tex				ppl nta			Tea	equa iche	r						-
End of Eighth Grade	<del> </del>			4										1164	' J 		1110		ng .						COMMENTS
2.13 DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, AND VISUAL COMMUNICATIONS (ELS 4.1)																									
a Separate between relevant and irrelevant information used to draw conclusions	0	1	2	3	0	1	2	3	0	1	2	3	. 0	1	2	3	0	1	2	3	0	Ì	2	3	
b Identify propaganda and other persuasion techniques	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	11	0	l	2	3	0	1	2	3	
<sup>C</sup> Identify biases and stereotypes	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
2.14 LISTEN, READ, VIEW AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4)		_					_	+	_			+	<del></del>												
a Recognize elements and identify influences of mass media upon self and society	0	1	2	3	0	1	2	3	r	1	2	3	0	1	2	8	0	1	2	3	0	1	2	3	
* <sup>b</sup> Demonstrate appropriate audience skills for different media presentations	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	8	0	1	2	3	0	1	2	3	
<sup>C</sup> Critically evaluate mass media influences	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
d Recognize persuasion techniques found in audic and visual communications	0	1	2	4	0	1	2	3	0	1	2	8	0	1	2	3	0	1	2	3	0	1	2	3	
					ì											, ,									
0 = absence 2 = moderate 1 = low 3 = high																									
* Items changed from or not included in				1				ı				l			1									1	

<sup>\*</sup> Items changed from, or not included in, Essential Learning Skills.

		S: Ti	AT. 202	seuri Asi	ايدك. 🕊 🖊	43.46V.7	<del></del>	<del></del>		À	deq	vale	Mate	er i	als		T -	_			7			·	<del></del>
told tipe one			nl rvk	nf Lian				in oals			ASA Oxt			upp enti	le- ary		To	deqi eaci raii	her						COMMENTS
7 TO LIKE COMPLETED TO DESIRED TO PERSUASTON (FEE & 7)										•															
A promide togical anomera based upon factual data	0	١	1	1	a	1	7	3	0	1	?	3	0	1	?	3	0	1	2	3	0	1	2	3	
b the multiple equirers to verify information	0	1	?	3	0	1	?	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
f footbody come footings, browledge and builteds	0	1	?	3	0	1	?	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
* description represents of personal control appropriate personalive response	0	1	?	3	0	1	?	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
f from a persuesive talk	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
THE REPORTENT OF APPRICATION OF MILES AND ALL COMPANIES AND ALL COMPANIES AND ARRIVANCE AND ARRIVANCE OF ARRI			****					•						<u></u>							i				
* * Share personal experiences and inviting	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
* <sup>h</sup> Analyze a piece of literature for the author's personal message	0	1	2	3	0	1	2	3	0	1	2	3	0	}	2	3	0	1	2	3	0	1	2	3	
* C Analyze a presentation that communication shills	0	1	?	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
thinking as a tool for thinking generating new ideas, clarifying a viewpoint and	0	1	?	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	
• dente   • approte   • high								į																	
* them channel from or not included in:	•			1				'				1				ı				Į				1	10

<sup>\*</sup> Jame changed from, or not included in, Essential Courning Skills.

	-			_	<del>                                     </del>				7		dec		M- 1		.T.				_		_					
			t of uction					in Dals		В	oeq asa ext	1		upp	ais le- ary		Te	lequ Pach Pair	er						CONNENTS	
End of Eighth Grade	<u> </u>								ot				<u> </u>				L.	411		l 					WITERIS	
2.17 DESCRIBE THE DEVELOPMENTS AND CHANGES WHICH LANGUAGE HAS UNDERGONE AND CONTINUES TO UNDERGO																										
* a Identify the factors that make language dynamic such as social, cultural, technological and geographical influences	0	1	2 3		0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
* <sup>b</sup> Describe dialectal differences	0	1	2 3		0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
* <sup>C</sup> Explain how dialect, jargon and slang change the nature of language	0	1	2 3	<b>,</b>	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
2.18 RECOGNIZE THE BEAUTY AND RHYTHM OF LANGUAGE							•										_					_				
* a Identify rhyming words, sound devices and rhythm in an oral or written selection	0	1	2 3		0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
* <sup>b</sup> Identify rhythmic forms of language	0	1	2 3		0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
* <sup>C</sup> Choose and present an example of beautiful or rhythmic language (own or other)	0	1	2 3		0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
2.19 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS AND HYPOTHESES IN WRITTEN AND ORAL COMMUNICATION (ELS 6.2)					_																					
<sup>a</sup> Interpret differences between two explanations	0	1	2 3		0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
<sup>b</sup> Develop a hypothesis from observations	0	1	2 3		0	1	2	.3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
* <sup>C</sup> Gather information that confirms or negates a hypothesis	0	1	2 3		0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3		
0 = absence																										
* Items changed from, or not included in,				1				l				-												ļ		

<sup>\*</sup> Items changed from, or not included in, Essential Learning Skills.

				_		_			7	A	den	uate	Mat	pri	ale		Т	_			7		_		 	·- <u>-</u>			_
			nt of ucti					in Sals		В	asa ext	1	S	upp	le- ary		1.16	eac	uate her ning						~~~	4Fb:Fr			
End of Eighth Grade  2.20 FORMULATE AND SUPPORT A POSITION ORALLY AND IN WRITING USING APPROPRIATE INFORMATION AND SOUND ARGUMENT (ELS 6.5)										•		_		-CIII	aıy	_				<b>9</b> ——		_				MENTS ———			-
a Take a position on an issue based on written documentation	0	1	2 :	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3					
b Support another person's position on an issue	0	1	2 3	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3					
<sup>C</sup> Analyze arguments against own cultural knowledge or beliefs ♣:	0	1	2 3	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3					
2.21 REFLECT UPON AND IMPROVE OWN REASONING IN ORAL AND WRITTEN COMMUNICATIONS (ELS 6.6)								_															<u></u> :				···		
Describe the strengths and weaknesses of inductive and deductive reasoning	0	1	2 3	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3					
<sup>b</sup> Explain personal biases	0	1	2 3	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3					
C Refrain from defending positions when recognized authority provides constructive criticism	0	1	2 3	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3					
0 = absence 2 = moderate																													
<pre>1 = low 3 = high  * Items changed from, or not included in, Essential Learning Skills.  A A</pre>																											A	20	

	-			-	1		_		_		1				-1-												
		MOU						iņ	-	В	asa	1		upp	le-		T	eac	uati her								
End of Eighth Grade		nst	ruc	tion	l	37'S(	. K	als		10	ex t		m	ent	ary		1	rai	nin	9					CONHENT	S	
2.22 SELECT AND USE APPRORIATE STUDY TECHNIQUES (ELS 7.3)																											
a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	0	1	?	3	0	1	2	3	0	1	2	3	Q	1	2	3	0	1	2	3	0	1	2	3			
C Vary reading rate according to purpose for reading the selection (skim for content overview, scan for specific information)	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
d Keep study materials, log and related notes organized and accessible	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
<sup>e</sup> Turn in assignments on time	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
f Use appropriate test-taking techniques	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3			
0 = absence 2 = moderate 1 ≥ low 3 = high																										5 8	884Gsa 1/29/86
* Items changed from, or not included in, Essential Learning Skills.				1				1				ı				l				l				i	I	47	21

<sup>47 21</sup>